

THE ROLE OF LONELINESS TOWARDS ACADEMIC STRESS END-LEVEL STUDENTS AT UNIVERSITY X

Izzah Imani Pasha¹, Adzillah Izmi Syahidah² & Hilma Ulfa³

Program Study Masters Psychology Professional (PSMPP)

Persada Indonesia University YAI Jakarta, INDONESIA

izzahipasha@gmail.com¹, aisyahidah92@gmail.com², hilma.ulfa31@gmail.com³

ABSTRACT

The research objective was to determine the role of loneliness on academic stress in final semester students at X University. The hypothesis of this study is that loneliness plays a role in academic stress in final year students at X University. The study population was final year students at X University. This study used nonprobability sampling with purposive sampling technique and determined 150 people as respondents. Loneliness is measured using aspects from Gierveld and Raadschelders (Peplau & Perlman, 1982). Academic stress is measured using the symptoms of Hariharan and Rath (2008). Data analysis using simple regression analysis. The results of the regression analysis showed the value of $R = 0.365$; $F = 22,785$ and $p = 0,000 (<0.05)$. This shows that loneliness has a significant role in academic stress. The contribution of R square = 0.133, which means that the role of loneliness in influencing academic stress is 13.3%. Thus the hypothesis is accepted that there is a role for loneliness in final year students at X University.

Keywords: Loneliness, Academic Stress, Final Year Students.

PRELIMINARY

At the lecture level, students must take 8-10 semesters related to the major they choose. During the lecture process, there are many problems and situations that must be faced by students and may be different from those faced by their non-student peers. This can create pressure for students.

When the number of credits (semester credit units) has reached a prerequisite for the university to take the next stage, students will enter the final project stage or also known as a thesis. According to the Big Indonesian Dictionary, a thesis is a scientific essay that must be written by students as part of the final requirements of their academic education. Students who have reached this stage, also get pressure from the thesis that they must complete immediately.

Ismiati (2015) states that the difficulties or pressure experienced in the form of students who are working on theses in general are feeling anxious, feeling helpless and have no potential or pessimism, they also experience feelings of guilt because they feel they have disappointed the supervisor when their thesis is not in accordance with the mentor's desire, feeling worried, nervous and panicked. In addition, there are also those who feel tired, bored and feel stuck thinking when working on their thesis (Ismiati, 2015).

Andarini and Fatma (2013) added that the obstacles faced by students when working on their thesis were laziness, miscommunication with supervisors, difficulty obtaining materials (references), lack of facilities and infrastructure, lack of support, and inability to manage time.

These problems for students who are working on their thesis can be considered as challenges or obstacles that will lead to academic stress.

Govaerts and Gregoire (2004) simply explain that academic stress is the condition of an individual who experiences stress which is the result of the perception and assessment of academic stressors related to science and education in higher education. This is in line with the opinion of Gupta and Khan (Sarita & Sonia, 2013) which states that academic stress is mental stress related to some anticipated frustration related to academic failure or even awareness of the possibility of failure.

Watchers (Suryaningsih, Karini & Karyanta, 2016) explained that stress arises when there is no social support for someone or when someone feels unfamiliar without having anyone to tell an understanding story. Then, according to Cacioppo (Pijpers, 2017) loneliness causes individuals to feel stressed, anxious, angry and decreased self-esteem. Then, according to Dayaksini and Hudaniah (2003) loneliness is a sense of dissatisfaction experienced in individuals when there is a lack of closeness in dealing with other individuals.

Many factors can contribute to the experience of loneliness. According to Perlman and Peplau (Aiden, 2016) one of the factors is a predisposing factor. Predisposing factors can include characteristics of the situation (eg lack of friends, competitive environment, etc.).

Based on a survey of final year students in February 2018, information was obtained that students who are working on their thesis who are prone to experience loneliness are caused by predisposing factors which include the characteristics of the situation, namely the lack of friends who are already busy working on their thesis. One of the effects of the lack of friends is to make individuals feel lonely and even feel isolated. The same thing was expressed by Santrock (2003) that the feelings experienced by individuals when no one individual can understand themselves well, resulting in feelings of isolation and even feeling that they do not have any individual when they need it.

Based on the explanation above, this research was conducted to find out how big the role of loneliness in academic stress in students who are working on their thesis at University X.

THEORETICAL FRAMEWORK

Academic Stress

According to Agolla and Ongori (2009) academic stress is stress related to academic activities. Lal (2014) states that academic stress is mental stress with respect to some of the anticipated frustrations associated with academic failure or even an unawareness of the possibility of such failure. According to Kouzma and Kennedy (Deb et al., 2015) academic stress is stress related to situations in school such as exams, class increases, learning and the desire for success and encouragement from others.

Lonely

Loneliness according to Russell, et al., (Richardson, Elliott & Roberts, 2017) is an individual's subjective perception of deficiencies in their social network of relationships. Sullivan (Sonderby, 2013) states that loneliness is a very unpleasant experience and a driving force associated with an inadequate inability to need human intimacy, for interpersonal intimacy. Then, Miller (2015) says that loneliness is the dissatisfaction and distress that occurs when we want more from a relationship and want satisfying relationships with other people, and social isolation and emotional isolation may be involved.

RESEARCH METHODS

Sample Population

The subjects of this study were 150 students who were working on their thesis at University X. Researchers determined the number of samples based on Roscoe's rules. In addition, researchers tested the measuring instrument on 50 people who were working on their thesis.

Instrument

Academic Stress Scale. To measure the level of academic stress in final year students who are working on their thesis at University X, researchers created their own stress scale based on the symptoms of Hariharan and Rath (2008). These symptoms are physical symptoms, intellectual symptoms, emotional symptoms, and behavioral symptoms. This stress scale is made with a Likert scale model, which consists of 40 items, namely 20 items favorable and 20 items Unfavorable items.

Lonely Scale. To measure the level of loneliness in final year students who are working on their thesis at University X. Researchers compile their own loneliness scale based on the aspects of loneliness proposed by Gierveld and Raadschelders (Peplau & Perlman, 1982). These aspects are emotional characteristics, type of deprivation and time perspective. This loneliness scale is made with a Likert scale model, which consists of 30 items, namely 15 Favorable items and 15 Unfavorable items.

Validity and Reliability

Testing the validity of the measuring instrument in this study using a correlation technique between item scores and total scale scores (item-total correlation). An item is declared valid if it has a correlation coefficient of at least 0.30. Researchers used Cronbach's Alpha reliability technique for reliability, where the reliability coefficient was in the range of 0 to 1.00. If the reliability coefficient is getting closer to 1, it means that the measurement is more reliable (Azwar, 2015).

Data Analysis Method

Data analysis in this study consists of assumption testing and hypothesis testing. The assumption test consists of a normality test and a linearity test. To test for normality, researchers used Kolmogorov-Smirnov assisted by the SPSS application program version 16.0 for windows. Data is said to be normal if $p > 0.05$. Furthermore, researchers used the Test for Linearity with the help of SPSS version 16.0 for windows to test the linearity. If the significance value of linearity is $p < 0.05$, the relationship is linear, and vice versa.

The statistical technique that can be used to test the research hypothesis is a simple regression analysis test. This analysis is used to see the role of the independent variable on the dependent variable.

DISCUSSION

The results of data analysis carried out on students who are working on their thesis at X University, using simple regression analysis techniques show a significance level of 0.000 ($p < 0.05$). This means that there is a role for loneliness in academic stress in students who are working on their thesis. Thus, the hypothesis in this study is accepted, namely that there is a role for loneliness in academic stress.

This is in line with what Vanhalst (2012) states that loneliness experienced by individuals has a role in causing different psychosocial symptoms, namely depression, self-esteem, anxiety and feeling stress. As well as Hojat and Vogel (Hojat & Crandall, 1987) stated that loneliness is considered an unwanted experience, so it can be considered a stressor or stressful life event. According to Knight, Chisholm, Marsh, and Godfrey (1988), loneliness is also a condition that causes stress and experiences that are often experienced by many people. Then, this is also in line with research conducted by Shah, et al. (2006) which states that the source of stress in students can come from feelings of loneliness.

This is also supported by the results of the researcher interview with one of the students who is working on the thesis, that when working on the thesis, friends are already busy with their respective affairs. This causes feelings of loneliness due to reduced intensity of meeting friends to exchange ideas while working on the thesis. Furthermore, the student said that it had an impact on negative feelings such as stress, pressure and decreased motivation while working on the thesis.

Based on the results of hypothesis testing, the R square correlation value is 0.133. Based on the results of hypothesis testing as well, the value of the role of loneliness in academic stress is 13.3%, while the rest is influenced by other variables not examined in this study.

The role of loneliness which is not too big on academic stress in students who are working on their thesis at University X could be due to other factors. As suggested by Lindsey's research, et al. (O'Callaghan, 2014) said that the factors for the emergence of academic stress can also come from academic demands, anxiety facing exams, significant academic expectations from others, fear of failure, low time management, negative social interactions. or lack of social interaction.

According to Agolla and Ongori (2009), factors that can influence academic stress are the demands on students related to deadlines and pressure to excel in tests or exams. Furthermore, according to most studies, social support from family and friends is one of the factors that can influence academic stress (Glozah, 2013). This is consistent with the results of research from Zhong (2009), which states that situational factors in the form of social support are useful for reducing the negative effects of academic stress.

This is in line with interviews conducted with several students, that most students who are working on their thesis use social support as a way to reduce academic stress that occurs while working on their thesis. The pressures that are felt while working on the thesis can be reduced when there is support in the form of parental attention and the willingness of friends to help and become a place to exchange ideas during difficulties in working on the thesis.

Based on research by McWhirter (2015), the factor for overcoming stressful obstacles during the learning process is self-efficacy. This is supported by the results of interviews expressed by students who are working on their thesis, that when they have difficulties (looking for references, arranging guidance schedules, and feeling lazy to do thesis revisions), self-confidence is a factor that can make these students believe that the difficulties they are experiencing is a challenge that must be faced and resolved immediately, not considered a threat. So, it is very possible that there are other factors that also play a role in influencing the occurrence of academic stress in students who are working on their thesis at University X such as social support factors and self-efficacy.

The categorization results in each variable also showed that the final semester students who experienced moderate academic stress were 148 people (98.66%). This means, the results of the academic stress category in this study are dominated at the moderate level. Based on the results of the interview, the level of academic stress is being caused by the difficulty of finding references, the desire to procrastinate, the difficulty in finding a suitable time for guidance with the supervisor, the absence of other activities that can be done, and feeling anxious every time about thesis guidance. These obstacles allow students to become stressed while working on their thesis. This is in line with research conducted by Olejnik and Holschuh (2007) which states that academic stress is a response that arises because there are too many demands and assignments to be done by students.

The categorization results in each variable also showed that the subjects who experienced moderate loneliness were 126 people (84%). The results obtained from these variables show that the loneliness category is dominant in the moderate level. Based on the results of the interview, moderate loneliness can occur due to various factors such as a lack of support from friends when working on the thesis. Students complained about the difficulty of finding friends to exchange ideas while working on their thesis because of their busy schedules.

Then, there were some students who complained about the environment around their campus. They say that there is no comfortable and pleasant place to unwind while working on the thesis.

In addition, there are also those who feel lonely because they do not have a partner, so that they feel that there is nothing that can motivate and be used as a place to complain while working on their thesis. This is in line with research conducted by Rubenstein and Shaver (Miller, et al., 2007) which states that loneliness is caused by a lack of relationship which can arise for five reasons. The five reasons are being unattached or not having a partner, alienation or feeling different and having no friends, being alone or feeling alone, forced isolation or being in a place where individuals can't go anywhere, and dislocation or starting a new routine like being at home new and move to a new school.

Researchers also performed additional analyzes to see differences in academic stress based on subject descriptions. Based on the analysis, the researchers found differences in academic stress based on gender. The results of the t-test obtained a significance value of 0.017 ($p < 0.05$), which indicates a difference in academic stress based on gender. Furthermore, female subjects showed a mean result of 75.12. This is higher than the male subjects which showed a mean of 73.05. So, it can be concluded based on the data above that the academic stress level of women is higher than that of men.

Based on the results of random interviews with two students who were working on their thesis, it was found that student X was a woman who stated that when she was stressed she felt that she tended to show her emotions with her behavior. During his difficulties in working on his thesis, he made a snapgram containing words of complaint, frowned all day long and often complained of feeling tired. In addition, student Y, a woman, also said that when she had difficulty working on her thesis, subject Y did not solve the problem immediately but showed it first by writing status on Whatsapp, and postponing work by watching Korean films.

This is in line with research conducted by Misra, et al. (O'Callaghan, 2014) which states that stress levels in women are higher than men. According to Anggola & Ongori (2009), this is because women more often use task-oriented coping mechanisms, so that young girls are more easily identified when experiencing stressful conditions. Meanwhile, men tend to use coping

mechanisms that are oriented towards the ego, so that men are more relaxed in dealing with stressors that come from academic life.

CONCLUSION

Based on the results of data analysis, it can be concluded that there is a role for loneliness in academic stress in final year students who are working on their thesis at University X. Thus, the hypothesis of this study is accepted that there is a role for loneliness in academic stress in final year students who are working on their thesis at X University.

SUGGESTION

1. Suggestions for respondents

For research respondents, students who are working on theses at X University to train themselves to hone skills and mentally actively in various activities that are liked and useful so they don't feel stressed and look for ways to reduce stress while working on their thesis.

2. Advice for institutions

Institutions can maximize function and socialize student support centers and can provide counseling to final year students at X University, and provide information to students about good stress management techniques.

3. Suggestions for future researchers

Further researchers are expected to develop research methods, such as interviews and deeper observations of respondents so that the information obtained can be more varied and better describe the characteristics of the respondents. Further researchers are expected to conduct similar research by considering other variables that may be predictors of academic stress that were not examined in this study, such as social support and self-efficacy. Further researchers are also expected to be able to carry out research in a wider scope regarding the number of samples and the number of research variables. The next researcher also when distributing the research scale is expected not to leave it with friends or relatives but to share it directly and wait for the research subject to fill in the scale to ensure that the subject fills in the scale properly according to his own situation.

REFERENCES

- Agolla, J.E., & Ongori, H. (2009). *An assessment of academic stress among undergraduate students: The case of University of Botswana*. Educational Research and Review, 4 (2), 063-070.
- Aideen, H. (2016). *Isolation and loneliness an overview of the literature*. England: British Red Cross.
- Azwar, S. (2015). *Compilation of psychological scales (2nd ed.)*. Yogyakarta: Learning Library.
- Deb, S., Strodl, E., & Sun, J. (2015). *Academic stress, parental pressure, anxiety and mental health among Indian high school students*. International Journal of Psychology and Behavioral Sciences, 5 (1), 26-34.
- Dewi, L.A.K., & Hamidah, (2013). *the relationship between loneliness and suicidal ideation in adolescents with divorced parents*. Surabaya: Journal, 2 (3), 26-27.
- Feldman, S.R. (2012). *Introduction to psychology: understanding psychology*. Jakarta: Salemba Humanika.
- Gintulangi, I., & Prihastuti. (2014). *The relationship between student perceptions of parents' expectations in completing S1 studies with the level of stress on students in working*

- on their thesis. Surabaya: Journal of Clinical Psychology and Mental Health, 3 (3), 136.
- Kholidah, N.E. & Asmadi, A. (2012). *Positive thinking to reduce psychological stress*. Yogyakarta: Journal of Psychology, 39 (1), 69.
- Krisnawati, E., & Soetjningsih, H.C. (2017). *Relationship between loneliness and selfie-liking in college students*. Journal of Psychology, 16 (2), 122-127.
- Lal, Krishan. 2014. *Academic stress among adolescent in relation to intelligence and demographic factors*. American International Journal of Research in Humanities, Arts and Social Sciences, 5 (1).
- Lin, Y.M., & Chen, F.S. (2009). *Academic stress inventory of students at universities and colleges of technology*. World Transactions on Engineering and Technology Education, 7 (2), 157-162.
- McHugh, E.J., & Lawlor, A. (2012). *Perceived stress mediates the relationship between emotional loneliness and sleep quality over time in older adults*. British Journal of Health Psychologist. DOI: 10.1111 / j.2044-8287.2012.02101.
- O'Callaghan, Patricia. 2014. *The relationship of stress to gender, age, academic motivation, student expectations and self-esteem among students*. Dublin: Dublin Business School, School of Arts.
- Peplau, A.L. & Perlman, D. (1982). *Loneliness a sourcebook of current theory research and therapy*. Canada: Simultaneously.
- Pijpers, J. (2017). *Loneliness among students in higher education: influencing factors*. a quantitative cross-sectional survey research. Amsterdam: University Amsterdam.
- Pilao, S.J., Relajo, D., Tubon, G. & Subida, M. (2016). *Examination of factors affecting the feeling of loneliness among the elderly: implications for intervention*. Journal of Innovation in Psychology, Education and Didactics, 20 (1), 15-26.
- Pinel, J.P.J. (2012). *Biopsychology*, Seventh Edition. Yogyakarta: Learning Library.
- Robbins, S. P. & Judge, T. A. (2015). *Organizational behavior (16th ed.)*. Jakarta: Four Salemba.
- Richardson, T., Elliott, P. & Roberts, R. (2017). *Relationship between loneliness and mental health in students*. Journal of Public Mental Health, 16 (2), 1-12. DOI: 10.1108 / JPMH-03-2016-0013.
- Sarita & Sonia. 2015. *Academic stress among students: role and responsibilities of parents*. International Journal of Applied Research, 1 (10), 385-388.
- Serin, B.N., Aydinoglu, N. & Aysan, F. (2010). *Examining the predictors of loneliness levels of university students*. 704-708, doi: 10.1016 / j.sbspro.2010.12.221.
- Shah, Mohsin, et al. 2010. *Perceived stress, sources and severity of stress among medical undergraduates in a pakistani medical school*. BMC Medical Education, 10 (2).
- Sonderby, L.C. (2013). *Loneliness: an integrative approach*. Journal of Integrated Social Sciences, 3 (1), 1-29.
- Sugiyono. (2015). *Qualitative quantitative research methods and R&D*. Bandung: Alfabeta.
- Vanhalst, J. (2012). *Loneliness in adolescence: developmental course, antecedents, and consequences*. Netherlands: University of Nijmegen.
- Widhiarso, W. (2010). *Relationship linearity test*. Faculty of Psychology, Gajah Mada University, Yogyakarta.
- Yulianti, A., Yuliadi, I., & Karyanta, A.N. (2015). *The relationship between loneliness and stress with sexual behavior in adolescents at SMK Surakarta*. Unpublished manuscript of Psychology Study Program, Faculty of Medicine. Sebelas Maret University, Semarang.
- Yarcheski, A., Mahon, E.N., & Yarcheski, J.T. (2011). *Stress, hope, and loneliness in young adolescents*. Psychological Reports DOI 10.2466 / 02.07.09.